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A FIRST REPORT ON GRADUATE PROGRAMS IN ENGLISH.

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PROMPTED BY THE PUBLICATION OF THE "RECOMMENDATIONS CONCERNING THE PH.D. IN ENGLISH" IN "PMLA" (SEPTEMBER 1967), THE ASSOCIATION OF DEPARTMENTS OF ENGLISH AND ENGLISH ERIC INVITED THE CHAIRMEN OF DEPARTMENTS OFFERING GRADUATE WORK IN ENGLISH TO DESCRIBE THEIR CURRENT GRADUATE PROGRAMS, SPECIAL PROGRAMS WHICH MIGHT BE OF INTEREST TO THE CHAIRMEN, AND CHANGES IN GRADUATE DEGREE REQUIREMENTS WHICH HAVE RECENTLY TAKEN PLACE OR WILL TAKE PLACE IN THE FALL 1968. BECAUSE MANY OF THE 67 RESPONDING CHAIRMEN COMMENTED AT LENGTH ON NEW PRACTICES AND OFTEN INCLUDED CURRICULUM AND COMMITTEE REPORTS AS WELL AS DEPARTMENTAL BROCHURES WITH PERSONAL LETTERS, THIS INITIAL SURVEY OF 39 INSTITUTIONS OFFERING THE PH.D. AND 28 OFFERING THE M.A. ONLY PROVIDES CURRENT INFORMATION ABOUT THE DIRECTION OF GRADUATE TRAINING IN ENGLISH. MOST OF THE REPORT DESCRIBES RECENT INNOVATIONS OR CHANGES IN EXISTING DOCTORAL PROGRAMS WHICH REFLECT THE DISCUSSIONS OF THE PH.D. HELD IN 1966 AND 1967. CHAPTERS ON CURRENT MASTERS PROGRAMS, CREATIVE WRITING PROGRAMS AND COURSES, TEACHING ENGLISH AS A SECOND LANGUAGE (TESL), AND CATEGORICAL DEFERMENT ARE INCLUDED. OVER HALF OF THE REPORT CONSISTS OF APPENDIXES DESCRIBING THE MASTERS, DOCTORAL, CREATIVE WRITING, AND TESL PROGRAMS AT VARIOUS UNIVERSITIES. A LIST OF COLLEGES AND UNIVERSITIES PARTICIPATING IN THE STUDY IS PROVIDED. SEE TE 500 080 FOR A COMPANION DOCUMENT. (BN)

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A FIRST REPORT ON

GRADUATE PROGRAMS IN ENGLISH

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MODERN LANGUAGE ASSOCIATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A FIRST REPORT ON GRADUATE PROGRAMS IN ENGLISH

Prompted by the publication of the "Recommendations concerning the Ph.D. in English" in PMLA (September 1967), ADE and English ERIC invited the chairmen of 200 departments offering graduate work in English to describe their current graduate programs, special programs which might be of interest to the chairmen, and changes in graduate degree requirements which have recently taken place or will take place in the fall 1968. Because many of the 67 responding chairmen commented at length on new practices and often included curriculum and committee reports as well as departmental brochures with personal letters, this initial survey of 39 institutions offering the Ph.D. and 28 offering the M.A. only provides significant, current information about the direction of graduate training in English.[1] For more detailed information on programs mentioned briefly in the following sections, consult the appendixes.

I. DOCTORAL PROGRAMS: RECENT INNOVATIONS OR CHANGES IN EXISTING PROGRAMS

Eleven chairmen report recent modifications of existing doctoral programs or the establishment of new ones which reflect the discussions of the Ph.D. held in 1966 and 1967. John Gerber writes, for example, that the Ph.D. program in Iowa is being changed "to bring it more in line with the recommendations of MLA." Other universities reporting changes or new programs are: State University of New York at Binghamton, State University of New York at Buffalo, Carnegie-Mellon University, Indiana University, University of Kansas, University of New Mexico, University of Notre Dame, Ohio State University, Rutgers University, and University of Tennessee.

Joseph Frank describes the modifications of the Ph.D. program which went into effect last September at the University of New Mexico:

> 1) The foreign language requirement is now reduced from two to one — and this one can be any language — though the student is expected to be truly proficient in that language. Normally he will demonstrate this by getting a B or better in a fifth-term college course, carrying graduate credit, in the literature — not in translation — of that language. If he is a native speaker of, say, Hindi, we will assume that he is proficient in that language. In this connection, we're viewing ability in a foreign language as an antidote to parochialism rather than as a research tool.
>
> 2) The normal Ph.D. program will consist of 30 hours of course work beyond the M.A. This program should include a reasonable distribution of periods and types of English and American literature and, in most cases, some work in Linguistics. There are no other specific requirements, and students no longer will be asked to make up undergraduate deficiencies without credit. Advanced courses will carry four hours of credit, not three, while courses in which the student works alone with a professor will carry varying amounts of credits.

[1] English departments in 22 institutions have designed special brochures describing their graduate programs in English.

3) A more intimate and regular system of advising graduate students has been set up, and the student can expect, under most circumstances, to retain the same faculty adviser (who, incidentally, will probably have about a dozen students to supervise). When the student has selected the general area in which he wishes to write his dissertation, he will be assigned a dissertation committee of three faculty members, not necessarily including his adviser.

4) The Ph.D. written exams have been reduced to six hours, to be followed, for those who pass, by a two-hour oral. The written exam will be comprehensive, and questions will cross fields. In other words, it is designed to test the student's breadth of knowledge, responsiveness, and ability to make significant correlations. It is not intended to duplicate course examinations or to emphasize any special field. The oral will begin with a fifteen - or twenty-minute solution by the student of a problem, given to him a day ahead of time, in his field of special interest. This will provide him with a chance to display his learning and talents, and very possibly it can help to break down tongue-tiedness, sudden amnesia, and other psychological barriers to a successful oral.

5) In most cases the maximum length of the dissertation will be 200 pages. Moreover, our Departmental Graduate Committee will try to make sure that all thesis proposals are based on a finite bibliography and the expectation that the dissertation can be completed within a year.

6) Since New Mexico is a state university, with all the problems that this involves, most graduate students are expected to do some teaching——normally 6 hours a term during their second and third years, plus some assisting in their first year. Also, the amount of money available for fellowships is limited. Even so, we are hopeful that a student starting from scratch can get his Ph.D. in four years, a student with an M.A. in three years. We do expect to increase the amount of fellowship money available in the first and fourth years, and we are working on various plans to reduce the graduate student's teaching load. Also, by closer supervision, we hope to make that teaching experience more functional, professional, creative, and challenging.

The English Ph.D. program at State University of New York at Binghamton has been too recently inaugurated to have allowed the award of any degrees. Recently (1967) graduate programs in English have been extended to include the establishment of the Master of Arts in Teaching and the Master of Science in Teaching as well as the opportunity to combine English and comparative literature in programs leading to the M.A. and Ph.D. Negotiations are also underway to secure research materials in order to establish a center for Medieval and Early Renaissance Studies.

Because the basic idea behind the graduate programs is to combine required fundamental training with as much free choice as possible for the students, the requirements at State University of New York at Binghamton are similar to those of institutions offering traditional graduate programs: English language, literary theory, Chaucer, Shakespeare, Milton, and a reading knowledge of certain foreign languages. On the other hand a good deal of freedom is offered in other directions such as the program of courses, language requirements, and the thesis requirement described below:

> Ph.D. candidates at most institutions are faced with a somewhat intimidating catalogue statement to the effect that the dissertation they write is expected to be an "original contribution to knowledge." While this sounds impressive, we do not think it is realistic. We think that the Ph.D. thesis should simply demonstrate that the candidate <u>has the potential</u> to make a useful contribution to his field after further thought and experience. The thesis may be primarily scholarly, critical, or creative, as the candidate may decide after conferring with an advisor.

At the University of Notre Dame (Indiana) the doctoral program instituted in 1960 has been revised several times since. Recent changes in 1967 are the language requirements and the number of hours required for the Ph.D. At present the normal period of study for the doctorate is 4 years. The program includes 48 hours of course work to be covered the first two years followed by two years of independent study in which the student specializes in one area of British or American literature. The program also includes a reading knowledge of 2 languages. One language, considered part of the student's general education, should be known well enough for the student to translate at sight. The second language, research tool, should be known well enough to be translated with the aid of a dictionary.

Edward Vasta, Director of Graduate Studies in English, describes the following financial aid program which he hopes can eventually be offered to all new Ph.D. candidates at the University of Notre Dame.

> Our program of financial aid was also introduced last year and is presently in effect. The 4-year Graduate Honors Award, you will notice, assures the student of four years of financial aid during which only one year involves teaching two sections of Freshman Composition. Before the student enters the classroom he is given a preliminary year of pre-teaching experience. This form of financial aid was instituted for two reasons: one is that a 4-year doctoral program is not practicable unless the student can remain in residence during that period; the second reason is that we wish all of our graduate students to undertake a 2-year program of teaching experience. By 1971-72 we hope to increase the number of these awards so that all, or nearly all, of our doctoral students will enter under this financial aid program and will therefore complete two years of

teaching experience by the time they earn their degrees. Presently six students are studying here under 4-year Graduate Honors Awards. Nine of these awards will be offered next year and eventually we hope that all of our quota of 25 new Ph.D. students each year will enter under such awards.

Although adjustments are made for students in special circumstances, satisfactory progress in the normal period of four years consists of achievement of high quality in the following:

1. First Year: The student must complete 24 hours of course work for the year and take a reading examination in one foreign language.

2. Second Year: The student must complete 24 hours of course work for the year and take a reading examination in the second foreign language. By the end of this year, both foreign language requirements must be satisfactorily met.

3. Third Year: The student must pass the Ph.D. Candidacy Examination either in October or April, receive approval of a dissertation proposal, and begin work on the dissertation.

4. Fourth Year: The student must complete the dissertation, receive acceptance of it in its final form, and pass the Oral Examination ("Defense-of-Thesis").

An interesting part of the English program at State University of New York at Buffalo is the Ph.D. in Special Fields which offers students the opportunity to elect an emphasis in one of several special fields:

Art and Literature

The program focuses on the graduate seminar, Art and Literature (English 663-664), a sesame designed to open doors to any period, area, or problem in which the visual arts and literature may be related. In the past students have explored the concepts of modernism and decadence in the arts since 1880, stylistic movements as reflections of time and space concepts in the modern arts, and various modes of contemporary criticism of the arts (iconographic, formalistic, Marxist, archetypal and mythopoeic, technological, phenomenological). Future seminars will conceivably be addressed to problems in iconography in a given period, a stylistic concept (the Baroque, Mannerism, etc.) and the history of genres and evolution of new media. While the program's focus to date has been on the nineteenth and twentieth centuries, there is increasing attention to inter-medial studies in other periods, notably the medieval.

Linguistics and Literature

This program to study the medium of literature is conducted by Professor Henry Lee Smith, Jr., author of An Outline of English Structure (with George Trager), and by Professor Mac Hammond, poet and specialist in the relationship of linguistics to literature.

Literature and Society

The program in Literature and Society is centered around the consideration of two linked problems: the sociology of the writer and the complex relationship between culture in general and the literary arts in particular. No one approach is stressed exclusively, but many modern modes of analysis are explored: recent developments of Marxian criticism, for instance, as well as Freudian and neo-Freudian interpretation, archetypal analysis and the "structuralism" of Claude Levi-Strauss. Such questions as the establishment of taste, the rise and fall of literary genres, the development of national literatures, and the shifts in aesthetic sensibility consequent on political and social revolutions are also considered.

Literature and Psychology

The program centers on the graduate course, Literature and Psychology taught jointly by Professors Norman Holland and Robert Rogers. Graduate students in the program will also participate as auditors, readers, or assistant teachers in English 423-424, the undergraduate course in literature and psychology. Other courses, seminars, and supervised study are provided as required by student needs.

Modern Poetry and Critical Theory

With its strong resources--in both faculty and library collections--the Department offers a wide variety of courses in this area: Myth and Literature (English 529-530), Literary Criticism (English 601-602), Seminar in Modern Poetry (English 603-604), Studies in 20th Century American Literature (English 615-616). Other courses are added to meet student needs.

Students in the program have available to them the Lockwood Poetry Collection of poetry, criticism, and manuscripts in 19th and 20th century poetry. Among authors represented by extensive manuscript holdings are Dylan Thomas, James Joyce, Robert Graves, William Carlos Williams, W.H. Auden, T.S. Eliot, Ezra Pound, and many distinguished younger poets, including Robert Lowell, W.D. Snodgrass, and Denise Levertov.

William Riley Parker characterizes the new Ph.D. program approved last December at the University of Indiana as "like no other program in the United States":

> THE GRADUATE Faculty of the Department, meeting on 19 December, 3:30-5:15 p.m., approved the program outlined below, which had been developed in four committees since the early summer of 1966, and which will go into effect for all new students in September 1968. Presently enrolled graduate students may continue under the present program and requirements or change now or later to the new one, but may not fulfill certain requirements under one program and others under the other. It is anticipated that first Qualifying Examinations under the new program will not need to be given until the autumn of 1969 (sic). Students in doubt about any points should consult the Director of Graduate Studies, Professor Georges Edelen. Here is the new program, designed to make the Ph.D. attainable three or, at the most four years after the B.A.:
>
> A. Course Requirements.
>
> 1. A maximum of 60 credit hours in courses offered by the Department of English (and related departments or programs as approved by the Director of Graduate Studies) will be accepted toward the doctorate.
>
> 2. Within this maximum of 60 hours the student will be required to complete the following:
>
> a. Two courses in the English language, to include G600: Introduction to the English Language [a new course], and one course to be selected from the following:
> G601 Introduction to Old English
> G602 Middle English Language and Dialects
> G603 British English 1500-1900
> G651 American English
> G552 Linguistics and the Teacher of English
> L705 Problems in Language and Literature
>
> b. A minimum of six 700-numbered courses [seminars].
>
> 3. No student may begin a fourth year of graduate work without having completed these eight courses.
>
> 4. An outside minor of 12 hours, which may be distributed among several departments or programs as approved by the Director of Graduate Studies, may be included within the maximum of 60 hours.
>
> 5. To be advanced to formal candidacy for the doctorate, the student must ordinarily have a grade-point average of 3.5 for all his graduate courses.
>
> B. Foreign Language Requirement.
>
> The student must pass written examinations in two foreign languages before taking the Qualifying Examinations.

C. The Qualifying Examinations.

1. The student must pass a two-part, six-hour written qualifying examination. The whole examination or either part may be taken at any time after the student completes his first year, but ordinarily the whole examination must be passed before admission to a fourth year of graduate work. Both parts of the examination need not be taken at the same time.

2. a. Part I (three hours) of the examination will be based on an historical period to be selected by the student from the following:
Old and Middle English Literature to 1500
English Literature 1500-1660
English Literature 1660-1789 (Including Milton)
English Literature 1789-1900
American Literature 1620-1900
Modern British and American Literature
b. Part II (three hours) of the examination will be based on a genre or topic to be selected by the student from the following:
Drama
Epic and Romance
Lyric
Non-fiction Prose
Prose Fiction
History of Criticism
Philology and Linguistics
[NB. The dates in Part I and the topics in Part II may be slightly modified by the Graduate Studies Committee before the new program goes into full effect. Concerned students should consult the Director of Graduate Studies.]
In regard to his historical topic, the student will be expected to have a thorough mastery of the period in depth and breadth--major and minor works, biography, historical and intellectual background, and the relevant scholarship. In regard to his topic in Part II, the student will be expected to be familiar with the theories and practice of the literature from the earliest to recent periods, but the emphasis will be on direct knwoledge of the primary works. [Both requirements are relevant to the dissertation.]

3. At least four weeks in advance of a scheduled examination, the student must give the Director of Graduate Studies a written statement declaring his intention to take the examination and naming the period and/or topic on which he wishes to be examined.

D. The Dissertation.

It is the policy of the Department that proposed dissertations be such as can be completed in one year of full-time work. Dissertation proposals may be approved and dissertations begun before completion of the Qualifying Examinations.
[NOTE: Under the new program the foreign language masterworks requirement has been eliminated; L601, L604, G601, and G602 have become electives instead of requirements; the former nine-part, fifteen-hour Qualifying Examination has been reduced to two parts taking six hours

(although the student will be allowed to spend up to four hours on each if he wishes); and the former requirement of 60 credit hours in courses has been reduced to 32 credit hours, with 60 hours now the top limit of courses that will be accepted toward the doctorate. The dissertation may be begun at any time after the topic has been approved (with approval contingent upon whether the task can be completed in one year of full-time work) instead of after passing the Qualifying Examination.]

In introducing the proposed new program to the Graduate Faculty, the Chairman of the Department said, inter alia: "It is like no other Ph.D. program in the United States, although some of its details resemble details of various other programs. . . . The proposed program will be simple, sensible, and not only distinctive but unique. . . . We continue to make clear, however, that we are a department of English language as well as literature. . . .. The changes have made it possible for the student to encounter more literature and take more courses of his own choice during his initial year with us. . . .The word 'elect' will take on new meaning. . . . Some of us on the Graduate Studies Committee would have reduced the course requirements to two (in English language) or to none at all, were it not for our conviction that the experience of at least six seminars is needed to make graduate training distinctively different in nature from undergraduate training and to insure acquisition of the practical skills and knowledge to which courses like L601 have been devoted, and our further conviction that at least six of us should know each of our students very well if we are to further his professional career after the Ph.D."

At Carnegie-Mellon University a new program, the Doctor of Arts in English, is designed for candidates who are concerned with excellence in teaching and with curriculum design:

> Three-quarters of the graduate program is devoted to insuring that the candidates are qualified as sound scholars in the field of literature. One-quarter of the program offers the candidates a unique opportunity for involvement with teaching and curriculum design through serving an internship and engaging in curriculum design at one of four levels: the four-year college, the two-year college, the senior high school, the junior high school. The doctoral dissertation will grow out of applied research in curriculum design at the level of the candidate's choice.

Arrangements have been made for fellowships of $4,400 for the academic year, plus $600 if additional work is necessary during the summer of 1969. Fellows will be full-time students at Carnegie-Mellon University during the academic year 1968-1969.

The Master of Philosophy introduced by the University of Toronto in 62 and established by Yale in 66, is also available at Rutgers University, New Brunswick, to doctoral candidates in English:

> The Master of Philosophy degree is not conferred at the termination of a special program; it is an integral part of the doctoral program and is conferred when the student has completed allhis requirements for the Ph.D. degree through the qualifying examination--i.e. at the point at which he normally begins his dissertation. This point marks the completion of a more significant phase of graduate study (the completion of the two years of courses and seminars and of the qualifying examination) than does the point at which the Master of Arts degree is usually conferred; it is therefore a more meaningful degree for prospective college teachers than the M.A., and students interested in earning a master's degree in the course of their doctoral programs will therefore normally be expected to apply, if eligible, for the Master of Philosophy. Since the degree is intended to encourage more rapid progress toward the doctorate, it should be noted that all requirements for it must be completed within four years of first admission to graduate study, and that no exceptions to this time limit are permitted by The Graduate School.

Another interesting feature of the program at Rutgers is the alternative to the traditional dissertation which is offered to students with excellent records. The three part dissertation is a calendar year program consisting of: (1) a substantial essay of a scholarly nature, perhaps 40 or 50 pages in length, primarily historical, textual, or biographical in emphasis, (2) a substantial essay of approximately the same length which is primarily critical or interpretive in emphasis, and (3) a final paper on a third topic, to be delivered as a public lecture before interested faculty members and graduate students. Each part is on a different area of English or American literature. After each of the first requirements, the candidate must demonstrate in a short oral exam a comprehensive grasp of the critical and historical contents of the subject of the essay. Should the candidate decide to develop any project into a conventional full-length dissertation, he will be permitted to do so.

The new thesis option is intended, first to accelerate the candidate in his progress toward the doctorate by presenting him with a series of clearly defined and achievable goals and, second and at least equally important, to provide more exacting and more sustained faculty guidance than is commonly possible in the final stages of most American doctoral programs in the humanities. The restricted length of each project permits the candidate's committee to require re-thinking and careful revision in his work without the undue delays such demands commonly cause when they are made in conventional programs. Each project requires a different emphasis and a different

shaping of materials in response to a different challenge, and the program makes it possible for the faculty to speak more authoritatively than it usually can about its doctoral candidates as critic-scholars in three different areas of English literature. The successful graduate of this program will have done serious, carefully scrutinized work in three different periods or areas; he will have completed three very solid projects, any one of which may be worked into an article or book more readily than most conventional dissertations; and he should therefore be able to offer any department he hopes to join evidence of his ability to teach courses and pursue research in more than one field.

Another intermediate degree, the Specialist in Arts Degree, is offered by Western Michigan University which does not offer a Ph.D. in English. This program consists of 60 hours of work including a sequence of courses, a substantial essay, and a comprehensive examination.

Foreign Language Requirements for Ph.D. Degrees

While most universities still require 2 foreign languages for the Ph.D. degree, last year Rutgers University and the University of New Mexico reduced their language requirements to one. At the University of New Mexico where a knowledge of a language is viewed as "an antidote to parochialism" rather than a research tool, the student is usually expected to demonstrate language proficiency by getting a B or better in a graduate literature course--not in translation--of that language. To satisfy the requirement at Rutgers University, the student must demonstrate by written examination a high degree of proficiency in reading Greek, Latin, German, French, or Italian. The State University of New York at Binghamton, which revised its doctoral program recently, has, however, maintained the requirement of a knowledge of 2 or 3 foreign languages as described in this paragraph from the catalogue:

> A candidate may choose to show his knowledge of two foreign languages, one at "advanced" and the other at "reading knowledge" level, or he may choose to offer three at "reading knowledge" level. "Advanced" level means reasonable fluency in reading the language, and some knowledge of its literature. "Reading knowledge" level means that which an intelligent student with no previous knowledge of the language may achieve by himself in a reasonable period of intense study. Whichever option is chosen, one of the languages must be Latin.

II. CURRENT MA PROGRAMS

Results of the survey indicate that changes are occuring more rapidly at the Ph.D. level than at the MA.

Current Thesis Requirements[2]

Of the 47 institutions which provided information on Master's Programs:

[2]The language requirement for the M.A. at most institutions in the survey is a reading knowledge of one language. Five institutions no longer require a language for this degree; 3 of these 5 institutions, however, do require two years of language at the undergraduate level as a prerequisite for beginning M.A. studies.

12 require a thesis and provide no alternative to it;
22 state a thesis requirement but provide papers or additional course work as an alternative;
13 do not state a thesis requirement (11 of these institutions offer the Ph.D. degree in English).

The survey suggests that institutions offering the Ph.D. degree place far less emphasis on the M.A. thesis; 78% (27 insitutions) either provide an alternative to the thesis or do not require one. Of the 12 institutions which require a thesis and provide no alternative to it, only 4 have Ph.D. programs in English. One non-Ph.D.-granting institution, for example, requires that the Master's thesis be defended orally and suggests that students begin work on it 8 months before graduation. The present need for teachers and the apparently slower changes occuring at the M.A. level indicate that the M.A. degree requirements may also be in need of review and modification--particularly in institutions which do not offer the Ph.D. degree. Are these institutions making an unnecessary obstacle of the M.A. requirements, and if so, why? Perhaps there is a need to remember C.L. Barber's remark that "the anxiety which every reduction in requirements can cause may be diminished if we reflect that requirements and standards are two different things" (ADE Bulletin, January 1966).

The Master of Arts in Teaching with a Major in English

Despite the growing need for teacher training programs, it is significant that only 17 of the 67 institutions in the survey offer M.A. degrees in the teaching of English: State University of New York at Binghamton, State University of New York at Buffalo, De Pauw University, Emory University, University of Idaho, University of Kansas, Kent State University, University of Louisville, Loyola University (Los Angeles), University of New Mexico, Northern Arizona University, Ohio State University, Rutgers University, University of Tennessee, University of Vermont, Western Michigan University, Wisconsin State University.

Peter Prouse emphasizes the neccesity of this degree because, on the one hand, there is "overwhelming evidence that secondary school teachers of English in this country are woefully unprepared to teach English effectively," and, on the other, general programs such as the M.A. in English or in secondary education "cannot, generally speaking, provide the essential translation from theory to practice." Thus, Prouse considers the M.A.T. more a professional than an academic preparation.

In the following section of the Interdepartmental Ad Hoc Committee for the M.A.T. the University of New Mexico, Prouse discusses the new trends in English education which must be considered in setting up a M.A.T. program.

> Among the most important matters the committee had to consider is the great change that is already under way in English education in this country. The fact that a "New English" is rapidly developing in the schools seems so obvious as not to require any special documentation here. The basic reason for the change is widespread dissatisfaction with the performance of youngsters after having had up to twelve years of work in the subject, and hence dissatisfaction with the way English has been organized and taught. But the real source of change has been scholarly research in both content and methodology,

research which has served to undo many of the basic "facts," assumptions, principles, and attitudes upon which past approaches, practices, and instructional materials have been founded. Among many other areas of such research that might be mentioned are microlinguistics (phonology, grammar, and semantics), metalinguistics (psycholinguistics and sociolinguistics), communication theory, critical approaches to literature, lexicography, dialectology, stylistics, morphemics in the learning of spelling, inductive vs. deductive approaches to teaching and learning, interaction analysis, curricular structuring and organization, language learning theory, the taxonomic ordering of learning objectives for the sequential development of the higher mental skills and abilities, measurement of creativity and creative intelligence, and so on. Although English is only in a kind of intermediate stage in building new systems synthesizing the best of the old and the new on the basis of such developments, our MAT program must give considerable attention to these trends if it is to make any claim to being a "modern" program of teacher training. This explains why the Ad Hoc Committee has selected only three courses from our current offerings and proposes the development of seven new ones for the MAT program. I should add that the committee members believe that the new courses designed for the MAT program represent important needs as well in the <u>regular</u> master's programs of the departments, and even in other programs, for that matter. Enrollment in such courses should not be restricted to MAT students.

The University of Tennessee offers the Master of Arts in College Teaching, initiated in 1966 and designed for students who wish to teach in community, junior, and four-year colleges. Though many students will immediately begin college teaching upon the completion of the M.A.C.T. they will be well qualified to puruse the Ph.D. degree. The requirements for this degree are:

1. A minimum of seventeen quarter courses (51 hours) beyond the A.B. degree. These will include:

    a. At least three courses at the 6000 level.
    b. At least four courses at the 5000-6000 level.
    c. A maximum of eight courses at the 3000-4000 level.
    d. A tutorial course (three quarter hours) in the teaching of English.
    e. A seminar (three quarter hours) in college teaching.

2. A thesis, for which nine quarter hours credit is given. It will be of the same nature as the M.A. thesis. Instead of a thesis, three additional courses at the 6000 level may be taken.

3. One fourth time teaching for three quarters under the supervision of a faculty member of the Department.

4. A one-hour oral examination, conducted by the student's thesis or advisory committee. It will be the same nature as the M.A. oral examination.

III. CREATIVE WRITING: PROGRAMS, COURSES, DISSERTATION AND THESIS

Although some chairmen may be wary of "would-be writers who want to enjoy a special campus atmosphere and good salary without the annoyance of Freshman English," creative writing courses are offered by 25 institutions in the survey. State University of New York at Binghamton even offers creative writing as an alternative to the traditional dissertation. Four universities offer a project in creative writing as an alternative to the M.A. thesis but do not award a degree in creative writing: West Virginia University, De Pauw University, University of Portland, and the University of Kansas.

Six universities award graduate degrees in creative writing: the M.A. degree at San Francisco State College, Boston University, and Ohio University, and the Master of Fine Arts in English at the University of California (Irvine), University of Arkansas, and Cornell University. According to statements in the graduate catalogs, the degrees in creative writing offered at Ohio University and University of California (Irvine) were created for different purposes. At Ohio University the creative writing program is "part of the study of language and literature" and is "not designed primarily to train professional writers." An important purpose of the program is "to help students understand literature by trying to create it":

> One of our premises is that a knowledge of stories, or poems, or plays is strengthened by an understanding of the processes and venturings that go into making them.

On the other hand, the central assumption of the MFA program at University of California (Irvine) is that "the candidate will become a practicing artist." The MFA is an interdisiplinary art degree centered in literary study, in at least one other art area, and in creative writing:

> The MFA degree, by intention, is not a teaching degree. The candidate's time during his required two years of residence, is divided equally into: 1) continued enrollment in the Graduate Writers' Workshop (WR 250) and preliminary and final work on his book-length thesis; 2) literary studies which focus on the theory, history, and practice of the genre of the thesis; 3) work in at least one allied field in the fine arts to be determined by: a) the talents the candidate brings to the program; b) the advice of his advisory committee, these decisions being reserved until the candidate has been in residence at least two quarters. (In general, all guidance decisions are made after the candidate and his work become sufficiently known to his advisory committee.)
>
> The detailed requirements are as follows:
> 1. A residence of two years, with continued course work, as advised, through six quarters.

2. A book-length thesis in a recognized genre (see 4 below for suggested lengths), complete and artistically finished, the work of an emerging professional writer.
3. An integrated program of literary study focusing on the genre of the thesis, supplemented by an appropriate program from at least one field in the fine arts. In selecting an appropriate allied art field, the candidate, as a matter of course, will give attention to performance-oriented fine arts offerings, with the possibility of studio courses.
4. A comprehensive examination based on a reading list concerning the genre of the thesis, the list to be made out by the staff advisors in consultation with the candidate. Ordinarily a list of fifty books will suffice. The intention of this reading list, which need not be entirely of imaginative writing, is to acquaint the candidate with the development and theory of the genre in which he is writing a thesis.

IV. TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

As the problems of urban areas and cities increase, more programs in Teaching English as a Second Language will be needed. Now only 7 of the 67 institutions offer TESL degrees: Hunter College of the City University of New York, St. Michael's College, (Vermont) San Francisco State University, Northern Arizona University, Ohio State University, Ohio University, and Teachers College, Columbia University.

Six institutions offering courses on the Teaching of English as a Second Language are: Ohio University, Kent State University, Northern Arizona University, University of California at Los Angeles, Ohio State University, and St. Michael's College. Intensive language courses for foreigners who need further instruction in the English language are offered at University of Michigan and the University of Kansas, which has established an English Language Institute.

V. CATEGORICAL DEFERMENT

As early as January of 1968 four chairmen report that the number of applications from women is increasing. Four report a decreased number of applications; two indicate an increased number of applications, and one states that the draft seems not to affect the rate of applications. According to one chairman GRE Scores are lower than usual for his university.[3] In a survey of graduate students conducted at the University of Montana, John Parker reports that of 298 male graduate students, 81 are deferred because of activity in study (Class IIS) and 14 are available for military service (Class IA).

[3] 23 of the 67 institutions in this survey require GRE Scores for admission to graduate school.

APPENDIX A
GRADUATE PROGRAMS
AT

State University of New York at Buffalo

I. Entering students will be assigned to advisors. In the second semester of their first year, they will choose an examination committee in consultation with the Director of Graduate Studies.

II. There will be one general examination for both M.A. and Ph. D. Excellent showing on this examination will be one (but only one) of the bases for judging whether a student should be allowed to go on to the Ph.D. The General Examination will ordinarily be taken in the middle of the second year of graduate study in this department. It is an oral examination, administered by the candidate's committee, of approximately two hours' duration. The candidate is responsible for English and American literature, including its backgrounds and the critical methodologies necessary to its study. The candidate's committee, upon constitution during the candidate's second semester of residence, will discuss the General Examination with the candidate, and may suggest areas (not necessarily periods) of emphasis to be given special attention in preparing for the examination. Such areas may be designated according either to the candidate's special interests and projected future research, or his weaknesses, to be remedied by intensive study. In administering examinations, committees will also range beyond specified areas of emphasis, in order to determine the candidate's general competence for the M.A. degree and his qualifications for pursuit of further graduate studies. The following list is recommended by the department as a basis for the General Examination, so far as it comprehends major authors in the tradition; students should be prepared for lengthy and detailed questioning on any of these figures. The list may be amended by committees, and may be adapted to include categories other than authors (e.g., medieval drama, the sonnet, realism, history of the language, the Cavalier Poets, the sublime, Puritanism, etc.

The Beowulf poet	Coleridge
Chaucer	Keats
The Pearl Poet	Byron
Spenser	Shelley
Marlowe	Austen
Shakespeare	Tennyson
Jonson	Browning
Donne	Arnold
Herbert	Dickens
Milton	G. Eliot
Marvell	Emerson
Dryden	Hawthorne
Pope	Thoreau
Defoe	Melville
Swift	Whitman
Richardson	James
Fielding	Shaw
Johnson	Joyce
Blake	Yeats
Wordsworth	T.S. Eliot

III. After the General Examination a Doctoral Committee will be appointed for each successful candidate. The student will not be required to take any courses after the examination except as prescribed by his committee. Prescribed courses will not exceed two per semester.

The candidate will present himself for an oral examination in the field of his interests at the end of his third year. The committee may require a prospectus and/or annotated reading list as the basis for this examination.

IV. The candidate will produce and submit for approval a body of scholarly writing equivalent to a book-length manuscript. 150 pp. are suggested as a guide.

The candidate will be expected to complete his dissertation (or equivalent) in his fourth year, before he leaves the campus.

V. The recommended route is one graduate year-course in a foreign literature, approved for the purpose by both the foreign language department concerned and the English department. The alternative is two foreign languages: one passed by ETS exam or equivalent before the end of the first year, the other by achieving a B or better in a 571-2 course (intensive reading) normally by the end of the third year. Special arrangements will be made with the Department of Classics for testing of competence in classical languages by course or examination. There are non-credit evening courses in French and German which are recommended for beginners.

VI. Normal Progress and Good Standing: The Department's Expectation of its Graduate Students

The following guidelines are offered to help clarify for the graduate student the conditions under which his progress is considered "normal", and his standing, as it affects the continuation of his studies in this department, is considered "good". Renewal of Teaching Fellowships and continuation of registration as a graduate student both depend on normal progress and good standing.

Students are normally expected to attend full time: 3 courses, or 2 courses and supervised teaching in each semester for the first two years. After the fourth semester other arrangements apply: (see above, III). There are several ordinary and regular occasions for review of the student's record and decision whether to permit continuation in the program or to renew a Teaching Fellowship. These occasions are (1) the end of each academic year; (2) the taking of either the General Exams (in the middle of the second year of graduate study here) or the Special Fields Exam (by the end of the third year). On any of these occasions, the following criteria will enter into the decision:

(1) Grade point average: it is recognized that different instructors have different grading standards, and that grades are not a fully reliable guide to a student's abilities; consequently, a fixed requirement is inappropriate. We will set the approximate average required at 2.5, but will allow for variations in grading standards and for other kinds of evidence that help in interpreting the significance of a grade.

(2) not more than a single "C" grade as a graduate student here. This "C" must be balanced by an "A" to be used for a degree program; subsequent C grades cannot be used for this purpose.

(3) no excessive amount of Incomplete work in courses

(4) unconditional passing of General and Special Field Exams within the prescribed time limits

(5) reasonable progress (see guidelines above) in satisfying the language requirements

(6) recommendation of the candidate's committee

These criteria will not be balanced off against one another; the student must satisfy all criteria. If a student fails an Exam but is given permission to re-take it, he will be considered as not making normal progress and not in good standing until (and unless) he passes the re-take; and students should bear in mind that the necessity to try a second time will enter into the decision, upon re-taking, whether or not the student should be qualified to continue.

The English Department has no degree granting program in creative writing. With the permission of the instructor, the graduate student can submit 4 units of graduate creative writing for the M.A. and 6 for the Ph.D.

The Ph.D. in Special Fields

Within the context of the regular Ph.D. Program, the Department offers students the opportunity to elect an emphasis in one of several special fields. At present these fields and their directors are:

Art and Literature (Professor Benjamin Townsend)
Linguistics and Literature (Professors Mac Hammond and Henry Lee Smith, Jr.)
Literature and Society (Professor Leslie Fiedler)
Modern Poetry and Critical Theory (Professor Albert S. Cook)
Literature and Psychology (Professor Norman N. Holland)

The Ph.D. in Comparative Literature

The Comparative Literature program at the State University of New York at Buffalo is intended to give students a command of several literatures in the original languages, and to prepare them for the study of significant relationships among those literatures.

Requirements for the Ph.D. are 70 hours of study after the A.B. in a program which integrates the study of one major and two minor literatures: 18 hours in the major literature, 9 hours in each of the minor literatures and 6 hours in Comparative Literature. The remainder of the program is in thesis guidance and additional courses needed to build a coherent program. A reading knowledge of Latin or Greek is required. The student must pass preliminary examinations administered by the student's three departments in consultation with the Comparative Literature committee before he may embark on the dissertation. The dissertation must draw on two or more of the literatures offered. For the present, the literatures included in the program are English, French, German, Greek, and Latin.

The cooperating staff includes: for Classics: Charles Garton, Jene A LaRue, John Peradotto; for English: Albert Cook, Leslie Fiedler, Irving Massey (acting director), Jerome Mazzaro, Anna Moses, Henry Popkin, Burton Raffel, William Sylvester; for Modern Languages: A. George DeCapua, Raymond Federman, Bodo Richter, Carl Weitlanner; and other members of the participating departments.

Carnegie-Mellon University

The Department of English has established the following requirements for the degree of Doctor of Arts in English at Carnegie. The requirements are set up in such a way that they can be adapted to meet the needs of graduate students who are preparing to teach English at the college level or of those who are preparing to become language arts supervisors or heads of departments in major high schools.

The program will consist of two academic years beyond the bachelor's degree, plus the completion of a dissertation as described below. Each academic year will consist of eight graduate courses, evaluated at 12 units (four semester hours) each. The first year will be the present Master of Arts program:

First Academic Year

Shakespeare
Literary Criticism
A Course in American Literature*
Cognitive Processes in Education
The Structure of Modern English
A Course in English Literature*
A Course in World Literature*
Seminar in the Teaching of Literature, Language and Writing

*Thesis provision. With the approval of the Department of English, an outstanding candidate may substitute the writing of a Master's thesis for one of these courses.

Upon the successful completion of the First-year program, the candidate will receive the degree of Master of Arts in English. If the candidate wishes to continue into the second year of the doctoral program, his eligibility to do so will be determined by a special committee of the graduate English faculty. There will be no foreign language requirement in the doctoral program.

Applicants for the doctoral program who have taken graduate work elsewhere will have their previous graduate courses evaluated by an admissions committee appointed from members of the graduate faculty in English. No applicant will be allowed more than 32 credit hours of advanced standing. Doctoral candidates will be required to fulfill all the special requirements of the Carnegie program (such as a course in cognition, and one in world literature) unless it is formally judged that they have previously had equivalent graduate courses or equivalent professional experience.

Second Academic Year

Content Course
Content Course
Content Course
Internship in Carnegie Education Center Project
Content Course
Content Course
Content Course
Preparation for Dissertation

The six content courses of the second year are unspecified, to allow candidates maximum flexibility in satisfying their special interests or professional needs; in certain instances a tutorial may be substituted for a content course. At the end of the second academic year,

each candidate will be required to take a selective examination to demonstrate his scholarly knowledge in English. Qualified candidates will proceed to the completion of their dissertati

Each candidate will engage in an internship in an English project approved by the Carnegie Education Center and the Department of English. Normally he will participate as special researcher, as part-time instructor, or as a contributing curriculum designer; he will experience an apprenticeship that is designed for his special needs.

The Preparation for the Dissertation designates a block of time set aside in the final semester of course work, in which the candidate develops a plan for the project that will culminate in his doctoral dissertation.

The final requirement of the doctoral program will be a dissertation that grows out of applied research, the plan for which is approved by a committee of the graduate faculty. For example, a candidate may undertake the study and solution of a curricular problem which will involve developing a rationale, curriculum materials with accompanying teaching techniques, and appropriate evaluating instruments; after the plan for the project is approved, the candidate will try out his materials in an actual classroom. The developed materials together with an extended evaluative report of the project will constitute the dissertation. In different instances, the dissertation may develop out of a special research project involving curriculum materials or pedagogical process--for instance, the designing of a set of televisio instructional programs. The completed dissertation will be reviewed by a committee, and the candidate will be required to make an oral defense of it.

FELLOWSHIPS IN THE DOCTOR OF ARTS IN ENGLISH

The Department of English of Carnegie-Mellon University announces four fellowships in the program leading to the Doctor of Arts in English. These fellowships are available for the academic year 1968-69 to candidates who will hold the Master's degree in English. They will enable such candidates to complete residence course requirements for the Doctor of Arts.

THE PROGRAM

The Doctor of Arts in English is a new program designed for doctoral candidates who have a spec concern with excellence in teaching and with curriculum design. Three-quarters of the graduate program is devoted to insuring that the candidates are qualified as sound scholars in the fiel of literature. One-quarter of the program offers the candidates a unique opportunity for involvement with teaching and curriculum design through serving an internship and engaging in curriculum design at one of four levels: the four-year college, the two-year college, the senior high school, the junior high school. The doctoral dissertation will grow out of applied research in curriculum design at the level of the candidate's choice.

REQUIREMENTS

Candidates for a fellowship must possess the Master's degree in English and submit necessary records for acceptance into the program leading to the Doctor of Arts in English. Fellows will be full-time students at Carnegie-Mellon University during the academic year 1968-69, and they must have the desire and expectation that their dissertation will be involved with curriculum design at some level of the teaching of English.

FINANCIAL ARRANGEMENT

Each fellowship award will be for $4,400 for the academic year, plus $600 if additional work i necessary during the summer of 1969. Fellows will have to pay their own tuition (1,950) and expenses. No additional stipend is available for dependents.

APPLICATIONS

Applications may be submitted up to March 15, 1968. Decisions will be made shortly thereafter. For application forms or for further information write to: Professor Austin Wright, Head, Department of English, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213

University of New Mexico November 17, 1967

MEMORANDUM

To : Joseph Frank, Chairman of the Department of English, and Robert Doxtator, Chairman of the Department of Secondary Education

From : Peter Prouse, Chairman, Interdepartmental Ad Hoc Committee on the MAT of English

Subject: Committee Recommendations for Degree Program Leading to Master of Arts in the Teaching of English

The Interdepartmental Ad Hoc Committee appointed early this semester by you (Professors Baughman, Hirshfield, Pickett, Prouse, Vogel, F. Warner, and R. White) held lengthy meetings on September 26, October 19, and November 2 to develop recommendations for a program leading to the degree of Master of Arts in the Teaching of English. This memorandum summarizes our recommendations and explains the reasons for our making them.

Background Considerations. Several important considerations had to be taken into account by the committee in determining the need for such a degree, basic limitations upon its design, and the critical areas of needed improvement in English teaching in the secondary schools today.

1. The MAT degree "framework" adopted by the general faculty on May 12, 1959. Because the "framework" is basic to all other considerations, I include it here in its entirety:

"MASTER OF ARTS IN TEACHING

1. Title

The title of this degree shall be Master of Arts in Teaching (selected subjects).

2. Purpose

This proposed degree in the College of Education should be viewed as one making possible the effective cooperation of the College and various departments of the College of Arts and Sciences in the graduate year preparation of teachers, to the highest degree yet seen in the University. As such, the degree is evidence of the belief of both professional educators and educators in the fields of Arts and Sciences that preparation on the graduate level in both of their fields, respectively, is needed by the best teachers. Further, the degree recognizes that the desire of some teachers to improve their preparation on the graduate level by devot-

ing most of their master's program to the study of the subjects they teach is both legitimate and desirable.

This degree proposal also represents sensitivity of the College of Education to the movement of events and demands and needs of the nation as represented by strenuous efforts to improve teacher preparation through special programs by such agencies as the great private foundations, the National Science Foundation, and the United States Office of Education. Because one specialized degree (The Master of Education in Science) has already been approved by the general faculty, another is about to be proposed (The Master of Arts in Teaching Spanish), and similar degrees will probably be proposed in the future, the College of Education now wishes to propose this broad framework into which any such special degree proposals would fit.

If this proposed degree framework were approved, basic principles for this kind of cooperative effort in graduate preparation of teachers would be established and the need for protracted study and debate of future proposals of this nature would be eliminated.

The faculty of the College is fully aware of the broad implications and the importance of this step in the direction of greater cooperation between subject matter departments and the College and believes the step is a proper one to take.

The proposed degree framework is one designed to meet the requirements of Plan II as presently described in the Graduate Bulletin. In actual use the exact wording of the degree awarded to the student would be, for example, 'Master of Arts in Teaching Spanish' rather than the 'Master of Arts in Teaching.' In principle, however, we seek approval of the framework for the degree 'Master of Arts in Teaching' rather than any or all of the specially designed degrees under the framework. If the framework is approved, it can then be used for any subject subsequently approved by the general faculty.

3. Requirements for Admission to Program

Persons fulfilling the following requirements would be eligible to enter this degree program.

3.1 Must hold a baccalaureate degree.

3.2 Must have had at least 24 semester hours of course work in the subject to be offered as a major in the master's degree.

3.3 Must have had at least 18 semester hours of professional education and teacher certification in the state of his residence.

3.4 Undergraduate program must have included an amount and type of general education comparable to that required at the University of New Mexico.

3.5 Must meet other requirements listed in current Graduate Bulletin.

3.6 Deficiencies in any of the requirements listed above may be made up during the course of the degree program.

4. Requirements for Degree

4.1 22-26* semester hours of course work approved for graduate credit in the subject field chosen as a major. Such work must be approved by the subject matter department concerned.

4.2 8-12* semester hours of professional education course work approved for graduate credit. This work must be approved by the Department of Secondary Education in the College of Education. Upon agreement between the Department of Secondary Education and the subject matter department concerned, instructors for some of these courses may be chosen from the faculties of either of these departments, depending upon the nature of the course and the qualifications of the instructor.

4.3 A total of not less than 32 semester hours of graduate work.

4.4 All other general requirements now listed in the Graduate Bulletin.

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* The range of hours in course work in both subject and professional fields is here included to make possible adjustment to variations between proposals in the designation of certain required degree courses as 'exclusively subject matter', 'exclusively professional education', and 'subject matter-professional education'. In any instance, the degree will require a minimum of 32 semester hours of graduate work."

2. New Mexico certification regulations. Under the teacher certification regulations adopted by the State Board of Education on September 1, 1963, three kinds of certificates are issued: 1) Four Year Provisional Secondary Certificate; 2) Continuing Five Year Secondary Certificate; 3) Professional Secondary Certificate (or "Professional Licensure.") The Four Year Certificate is the one initially issued in the certification process. It is "provisional" in that it may be renewed one time only and provided the holder earns eight semester hours of graduate credit in areas applicable to meeting requirements for the Five Year Certificate or for Professional Licensure and earns those hours in the four year period immediately preceding the application for renewal. The Continuing Five Year Secondary Certificate is issued upon completion of 30 hours of graduate work "in a planned five year program at a regionally or New Mexico state accredited college or university," a major portion of which work "must be in the subject matter areas of the secondary school curriculum." The work need not culminate in a master's degree. Three years teaching experience completed during the five year period immediately preceding the date of application for the certificate is also required. This certificate is "continuing" because it may be renewed every five years upon completion of six additional hours of course work during the preceding period of service. Professional Licensure requires a master's degree. As long as the holder remains actively employed in the profession of education he need not renew it.

These regulations mean that any teacher receiving his Four Year Provisional Secondary Certificate after September of 1963 may not teach for more than eight years unless he has met the requirements for either the Five Year Certificate or Professional Licensure. Even though two avenues are open, nearly all teachers prefer to work for a master's degree and Professional Licensure. The effect, then, is to make a master's degree just about mandatory for teachers entering the profession after 1963.

The regulations have already been in effect a little over four years, so we can surely expect rapidly growing enrollments in master's programs beginning in the years immediately ahead.

3. State "guidelines" for English teacher training programs. According to Mr. George Prigmore, Coordinator of English for the New Mexico State Department of Education, new guidelines (i.e., standards, area study minima, etc.) for English teacher training programs in the state's institutions of higher education, based upon recommendations of a national committee of the National Council of Teachers of English, will shortly be proposed for adoption in New Mexico. On October 23, Dr. White and I met with Mr. Prigmore to determine if our committee recommendations for an MAT of English program would violate those proposed guidelines through significant omission. Apparently they would not; but Mr. Prigmore recommended most strongly the inclusion of a course in the program dealing with the language problems of the bilingual or sublingual student, pointing out the undeniable fact that almost all English teachers in New Mexico will have to deal with

such students frequently in their classes and sometimes in large numbers. The members of the committee discussed this at length and agreed that such a course is needed in the MAT program.

4. New trends in English education. Among the most important matters the committee had to consider is the great change that is already under way in English education in this country. The fact that a "New English" is rapidly developing in the schools seems so obvious as not to require any special documentation here. The basic reason for the change is widespread dissatisfaction with the performance of youngsters after having had up to twelve years of work in the subject, and hence dissatisfaction with the way English has been organized and taught. But the real source of change has been scholarly research in both content and methodology, research which has served to undo many of the basic "facts," assumptions, principles, and attitudes upon which past approaches, practices, and instructional materials have been founded. Among many other areas of such research that might be mentioned are microlinguistics (phonology, grammar, and semantics), metalinguistics (psycholinguistics and sociolinguistics), communication theory, critical approaches to literature, lexicography, dialectology, stylistics, morphemics in the learning of spelling, inductive vs. deductive approaches to teaching and learning, interaction analysis, curricular structuring and organization, language leaning theory, the taxonomic ordering of learning objectives for the sequential development of the higher mental skills and abilities, measurement of creativity and creative intelligence, and so on. Although English is only in a kind of intermediate stage in building new systems synthesizing the best of the old and the new on the basis of such developments, our MAT program must give considerable attention to these trends if it is to make any claim to being a "modern" program of teacher training. This explains why the Ad Hoc Committee has selected only three courses from our current offerings and proposes the development of seven new ones for the MAT program. I should add that the committee members believe that the new courses designed for the MAT program represent important needs as well in the regular master's programs of the departments, and even in other programs, for that matter. Enrollment in such courses should not be restricted to MAT students.

5. Other factors related to the need for the MAT of English degree. In addition to the points already made, there are several others which should be given consideration in establishing the need for the MAT program and for the kind of program proposed by the Ad Hoc Committee.

a. The general need. There is overwhelming evidence that secondary school teachers of English in this country are woefully unprepared to teach English effectively. Among the many studies and surveys that have established this fact, the publication of the National Council of Teachers of English entitled The National Inter-

Memo, Prouse to Frank and Doxtator
November 17, 1967

est and the Continuing Education of Teachers of English will serve as a representative example. Here are a few quotations from that publication:

> Of the secondary teachers responding to the survey, two-thirds do not feel confident in their preparation in composition, and almost half are insecure in literature and language as well. In 1961, almost 50 per cent of the colleges did not require future high school teachers to complete as much as eighteen semester hours in literature; only 41 per cent required them to complete a course in advanced composition; only one-fourth required a course in the history of the English language; and 17.4 per cent, a course in Modern English grammar.
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> Today, only half (51.9 per cent) of the secondary teachers consider themselves well prepared to teach literature; slightly more than one-third (36.6 per cent), to teach composition; slightly more than half (53.5 per cent), to teach the English language. Fewer than one-third (32.7 per cent) feel well prepared to teach oral skills, and only one tenth, to teach reading at the secondary level. Nevertheless, among the more experienced teachers, as many as 32.3 per cent reported not taking a college English course since certification or not taking one for ten years. In his more than nine years of experience, the average secondary teacher of English has completed only 0.4 semester hours in composition and 0.7 hours in language. (pp. 5-6).
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> . . . . . .
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> In rating high the value of a specialized methods course, the teachers implied their lack of familiarity with contemporary findings in the psychology of learning and in new developments in language learning. . . . But experimentation with innovations in English instruction seems slight despite the publicity given to the schools which are trying them. (p. 7).
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> . . . Each year the demand for additional high school English teachers outruns the supply of qualified applicants by a ratio of 4 to 3. About half of currently employed high school English teachers do not have a college major in English. Over half of today's high school graduates go on to college, but there they find a steadily increasing shortage of well-prepared instructors, especially in English language and composition. . . .
>
> . . . For the preparation of high school English teachers, 59 per cent do not stipulate a course in advanced composition, and fewer than 200 out of more than 1200 colleges in the entire country graduate teachers who have been informed about the im-

> portant advances in English language study made in the last twenty-five years. In a world in which understanding of other peoples acquires ever-increasing significance, only a third of the colleges that prepare English teachers require work in world literature. Only a fifth require study of contemporary literature or of literary criticism. (Summary, p. 2).

And so on, for about two hundred pages.

I had occasion, as the director of the first two NDEA institutes in English at this university, to examine the preparatory backgrounds of hundreds of secondary school English teachers, and I can attest to the inadequacy of that training, as can the other members of the participant selection committees. In connection with our efforts to establish the need for the 1966 institute, Mr. Paul Simpson, then the Curriculum Specialist in Language Arts for the New Mexico State Department of Education, undertook at my request a study of the academic preparation of New Mexico secondary school English teachers. He arranged to have a ten per cent sample of the names of such teachers employed full time during the 1965-1966 academic year to be drawn by machine so that the transcripts of those 148 teachers could be analyzed to determine how much university level course work they had had in the various contentual and pedagogical areas generally considered to be important in Englist teacher preparation. The data yielded by the study lend strong support to the argument that New Mexico badly needs more and better programs of retraining and advanced study for the English teachers working in its schools. Not a single teacher of the 148 whose transcripts were analyzed had had a course in linguistics or in any of its component areas such as phonology or morphology. Of the 148, 111 (or 75 per cent) have not had a course in grammar and usage. Sixty-eight per cent (101) have never studied the history of the English language, 85 per cent (126) have not had a special methods course in the teaching of English, 59 per cent (102) have not studied problems and methods in the teaching of reading. Although only seven teachers (about five per cent) have never had a course in composition, the transcripts of almost all of the other 141 who did take such a course show it to have been a required course taken in the freshman year of college. Thirty-five (a little over 23 per cent) have not had a course in the field of speech. Of those who have had such a course, 135 (about 91 per cent) have not had one at a level above that of the typical, introductory public speaking course. Consequently, only a few of those English teachers have had any work whatever in the scientific, analytical, clinical, or other advanced areas of that discipline. All of this adds up to a pretty gloomy picture of English teacher preparation in New Mexico; but the gloom is not totally unrelieved. All but two of the 148 teachers in the representative sample have had courses in literature -- although one wonders what those two teachers are doing, if anything, with the study of literature in their classes! The group of 146 teachers with literature credits has accumulated a total of 3,093 such credits, or an average of slightly more

than twenty-one per teacher. This fact, while generally quite encouraging, says nothing, of course, about the nature and quality of the literature courses that make up the total, and nothing about how few or how many hours individual teachers have had. Moreover, it might be noted, at least parenthetically, that information and concepts about literature acquired by teachers some time ago may be incorrect or relatively ineffective when compared with those now available as a result of recent literary investigation and scholarship. At any rate, looking at the total picture of English teacher preparation in New Mexico on the basis of the Simpson study, we seem to have here a fairly typical example of the national pattern: a good many courses and hours in the historical, chronological, period-based study of literature and very few courses devoted to the study of English in its linguistic, functional, phenomenological aspects.

In defense of the state's English teacher preparatory programs, I suppose I ought to add that only half, or 74, of the teachers sampled in the Simpson study received their training in New Mexico institutions of higher learning. In many ways this is no comfort at all. I do believe that the undergraduate English teacher training program at this institution is a good deal better than that at most other institutions. At the same time I have to add the opinion that our fifth year or master's level program is quite weak. The standard master's programs in our two departments, while strong for the graduate level education of students with other goals, are inadequate for the post-service training, or retraining, of secondary school English teachers.

b. The special need. In setting out to design a degree of "Master of Arts in the Teaching of English," one has to accept, I believe, the foundational idea that we are primarily concerned with developing in the students pursuing such a degree professional expertise. General programs such as the Master of Arts in English or the Master of Arts in Secondary Education cannot, generally speaking, provide the essential translation from theory to practice, from concept to practice. Too much is left unstructured or undirected. In what must be regarded as essentially more a professional than an academic preparation (while admitting that the two things are not basically divisible), we cannot put our faith in a hope that students will make the necessary connections through a process of casual, intellectual osmosis. For that reason, any advanced program such as the MAT of English should be designed to meet identified needs to the extent that we are able to identify those needs.

The Proposed Program. In the following section, the program of courses is stated in summary form, after which the reasons for the inclusion of those courses are stated in supporting detail. The numbering of a course as "4xx" or "5xx" indicates that it is to be a new course for which a number cannot yet have been selected.

Memo, Prouse to Frank and Doxtator
November 17, 1967

English

1.	English 492	Introduction to Linguistics	3	(Now 392)
2.	English 494	English Grammars	3	(New)
3.	English 5xx	Critical Approaches to Literature	3	(New)
4.	English 490 or a 600-level English course		3	
5.	English ___:	A course in recent British or American literature	3	
6.	English 5xx	Writing in the Secondary School (to be crosslisted in Secondary Education)	3	(New)
7.	English 528	Studies in Reading and Literature for Secondary Teachers (to be crosslisted in Secondary Education)	3	(New title)
			21	(21-24)

Secondary Education

1.	Sec. Educ. 5xx	Advanced Instructional Theory	3	(New)
2.	Sec. Educ. 5xx	Language Problems of the Bilingual/Sublingual Student	3	(New)
3.	Sec. Educ. 5xx	Seminar in English Curriculum and Instruction	2-5	(New)
			8-11	(8-14)

Elective

1.	Any course upon advisement	3	
		3	

Alternative programs:

English	21	English	24	English	21
Sec. Educ.	8	Sec. Educ.	8	Sec. Educ.	11
Elective	3		32		32
	32				

Memo, Prouse to Frank and Doxtator
November 17, 1967

a. English 492 and 494. There was full agreement among the committee members on the need for at least two courses in linguistics. The need for creating a second course beyond our current English 392 (Introduction to Linguistics) was expressed from the very beginning of committee deliberations because of our belief that it is virtually impossible to combine introductory linguistics study with study of various grammatical descriptions in a single three-hour course. For that reason, we propose that the present English 392 be renumbered 492 to place it at a more appropriate level (to the extent that numbers reflect the level of sophistication), and that a second course, English 494 (English Grammars) be created as a companion course to 492. English 492, or its equivalent, would become prerequisite to 494. By doing this, English 492 could deal with language change, phonological and morphological description, theories of language learning, methods of language study, questions of prescriptive vs. descriptive approaches to language analysis, levels or varieties of usage, semantics, syntax, lexicography, etc., leaving English 494 to concentrate upon the comparative study of grammatical descriptions of English. Both English 492 and 494 would be open to undergraduate and graduate students regardless of the specific program they were following.

b. English 5xx: Critical Approaches to Literature. The committee members strongly support the argument that there is a need for a course which concentrates upon various approaches to the critical analysis of literature. There is considerable evidence that secondary school English teachers have a distinctly limited repertoire in analyzing literature.

c. English 490 or a 600-level English course. If the MAT candidate has already taken English 490, he will enroll in another graduate course or take 490 again if the materials selected for study are those not previously studied. Some candidates will be advised to take a 600-level course, for example the doctoral seminar in language, if they appear to be particularly well qualified students.

d. English 5xx: Writing in the Secondary School, and English 528: Studies in Reading and Literature for Secondary Teachers. These courses are proposed in order to provide directed study of the teaching of composition and creative writing, of the reading problems of secondary students, and of ways of organizing literature at the secondary level for most effective teaching and learning. It is proposed that these be crosslisted in Secondary Education. The present 528 would be retitled as above.

e. Secondary Education 5xx: Advanced Instructional Theory. There are so many important recent developments in the field of instructional theory and its applications to the classroom that the committee members believe that a course devoted to the examination and study of those developments is essential in the MAT program.

f. Secondary Education 5xx: Language Problems of the Bilingual/Sublingual Student. The need for this course has already been stated in this memorandum.

g. Secondary Education 5xx: Seminar in English Curriculum and Instruction. This is the "translation" course that will deal with the application of other MAT course learnings to the practical problems of curriculum and instruction in secondary school English classes. It will also concern itself with many matters not likely to be considered in those other courses. Providing variable credit for this course reflects the fact that some of the candidates for the MAT degree will have had previous special training (such as in NDEA English institutes, special courses, or in various kinds of in-service workshops) and need not undertake as much study in this area as candidates who have had little such training.

Admission to the MAT Program. Admission to the MAT program will involve screening and advisement. A committee for MAT screening would be appointed to select candidates. Those with only a minor in English could be admitted to the program with the approval of committee members, but would be expected to take additional work in English or other areas upon individual advisement.

Certification is a requirement in the standard MAT "framework" and would apply to this program as well. Candidates not yet certified may be considered by the committee if they have begun preparation for certification before officially entering the program. Such non-certified candidates would have to agree to become certified before completing the program, and to accept the necessity of taking additional courses in order to do so. For example, students with a B.A. degree and no professional education courses might take three graduate courses in Education equivalent to those required for certification and the student teaching work of six units for which graduate credit may not be given. The standard certification requirement for this university totals 24 units. It has been suggested that promising, interested, and highly motivated seniors majoring in English might be advised of the possibilities in the MAT program and be encouraged to begin taking some of the courses necessary for certification before graduating.

Final Comment. I am extremely pleased that representatives of the departments of English and Secondary Education were able to work together with such mutual helpfulness and concerted purpose that we can propose a program we unanimously support. Our "solutions" may not all be quickly accepted; some may undergo considerable modification; but I think the committee members can take considerable satisfaction in the fact that what they have proposed is the product of cooperative interdepartmental action.

San Francisco State College

Prerequisites: An undergraduate major in English which includes at least 12 units in language studies. Normally these would be English 136.1, 138.1, 144.1-2 or their equivalents. Other recommended undergraduate courses would include English 120, English 128, English 136.2, English 138.2, English 139, and Speech 134.

Course Requirements:

9 units	English 200	- Introduction to Graduate Study (Language Studies)	
	English 236	- Seminar in the Structure of English	
	English 238 or English 244	- Seminar in the History of the English Language - Seminar in Linguistics	
9 units	English 143	- Stylistics	
	English 228	- Problems of Communication	
	English 229	- Advanced Research Studies in Communication	
	English 237	- Special Topics in the Study of Language	
	Anthro. 222	- Seminar in Linguistics Analysis and Interpretation	
	Psych. 243	- Seminar in Psychology of Language	
	Speech 160.2	- Renaissance and Modern Rhetoric	
3 units	English 213 or English 214	- Seminar in the Teaching of Reading - Seminar in the Teaching of Writing	for those planning to teach
	or 3 units on advisement		
3 units	English 295	- Directed Reading (Language Studies)	
3 units	English 298	- Thesis (for those selecting thesis instead of comprehensive examination)	
3-6 units	Literature or Creative Writing		
30 units			

The M.A. in English with a Concentration in Language Studies allows a choice between a comprehensive examination, including both a written and an oral, and a thesis.

Foreign language requirement: Ten semester units or the equivalent of a modern European language, plus a minimum of one semester or the equivalent of a non-Indo-European language will be required of all candidates for the M.A. in English with a Concentration in Language Studies. Evidence must be presented showing that the course work has been taken within the five year period immediately preceding candidacy. The student has the alternative of satisfying the foreign language requirement by examination. Units earned in foreign language study are not to be included in the M.A. contract.

University of Tennessee

Requirements for Degrees

M.A.

1. A minimum of twelve quarter course (36 hours) beyond the A.B. degree. These will include:

   a. Four courses at the 6000 level.
   b. Four additional courses at the 5000-6000 level.
   c. Four courses for graduate credit at any level, including the 3000-4000 level.

2. A thesis, for which nine quarter hours credit is given. It will be written under the direction of a faculty member of the Department and approved by him and two other members; it should normally be between sixty and a hundred pages long.

3. A one-hour oral examination, conducted by the student's thesis committee. This examination will consist in part of a defense of the thesis but chiefly of questions covering the general history of English and American Literature, not merely the courses which the student has taken. A reading list of primary works designed to help him prepare for these questions is available in the office of the Director of the Graduate Program.

Ph.D.

1. Completion of a minimum of three academic years of resident graduate study (following the B.A.), at least one year of which, usually the last, must be at the University of Tennessee.

2. Completion of a program of study--normally nine full quarters at least--approved by the candidate's committee. This program will include:

   a. Twenty-seven quarter courses (eighty-one hours) in Literature and Language beyond the B.A. level divided as follows:
      (1) Twelve courses at the 6000 level.
      (2) Six additional courses at the 5000-6000 level including any three courses in Old English, Middle English, Chaucer, or the English Language.
      (3) Three courses (nine quarter hours) in some collateral field such as History, Philosophy, French, or other related disciplines.
      (4) Six additional courses at any level, including the 3000-4000 level.

   b. Thirty-six quarter hours of dissertation. These represent the research for and writing of the dissertation. It will be directed by a faculty member of the Department and approved by him and three or four other faculty members, including one from a field other than English.

   c. Successful completion with a grade of B of French 3010-3020-3030

and German 3010-3020-3030 at the University of Tennessee or the passing of written examinations in these languages. In certain very exceptional cases, as an aid in the student's area of specialization, his committee may recommend for the approval of the Graduate Council the substitution of another language for either French or German.

d. Written comprehensive qualifying examinations* in four areas of study, two to be chosen from each of the area-groups listed below. In the two areas of the six not chosen by the student, he must have passed with a grade of B two three-hour courses in each area, normally at the 5000-6000 level.

First Area Division:	(1) Old and Middle English Literature and Language (2) The Renaissance in England (3) Restoration and Eighteenth Century English Literature (4) Nineteenth Century English Literature
Second Area Division:	(5) American Literature to 1900 or 1915 (6) Twentieth Century English and American Literature

e. A one-hour oral examination on the dissertation and related areas.

* These examinations are given twice a year, in February and in August.

Western Michigan University Specialist in Arts Degree

The Program for the First Thirty Hours

The student entering with the B.A. must plan his work with a graduate advisor. His work will include six to ten hours in appropriate cognate fields.

The student's undergraduate work plus the first 30 hours of graduate work should include at least

(a) courses in three historical periods of English literature
(b) courses in two major authors
(c) one course in linguistics
(d) courses in two genres
(e) one course in American literature
(f) one graduate course in literary criticism
(g) one graduate course in methods of research in English
(h) one graduate seminar

The student is also required to submit an essay for approval by the faculty and to explicate orally a text before a panel of professors at some time preceding the end of the term in which he completes the first 30 hours of graduate work.

To continue in the second half of the program, the student must earn an honor point average of 3.25 in his graduate courses. The English graduate committee will review his work to determine if he should continue toward the Specialist degree.

The Program for the Second Thirty Hours

With the approval of his advisor, the student will include in his studies in the second thirty hour unit a concentration in some one field of literary study such as a period of English or American literary history, a major author, a genre, literary criticism, philology, or linguistics.

The student is also responsible for informing himself of the major features of English and American literary history, upon which he will be examined by the faculty in his final term. He should confer with his advisor about preparing for the examination.

He is required in addition to submit a historical or critical essay before the term in which he expects to receive the Specialist degree. A member of the English graduate faculty chosen by the student with the approval of his advisor will supervise the writing of the essay. Upon approval by the English graduate faculty, the essay will be bound and presented to the School of Graduate Studies. The student will receive thesis credit of 4 hours.

The English graduate committee or its representatives will review the candidate's work and make the recommendation for the degree.

APPENDIX B
CREATIVE WRITING PROGRAM
AT

Ohio University

M.A.
The creative writing program at Ohio University is part of the English curriculum, and it is therefore part of the study of language and literature. It is not designed primarily to train professional writers, although a talented and ambitious student may learn about writing publishable work in these courses.

One of the most important purposes of the program is to help students understand literature by trying to create it. One of our premises is that a knowledge of stories or poems or plays is strengthened by an understanding of the processes and venturings that go into making them. There is a close connection between writing well and reading well.

The study of creative writing is in some ways the least specialized of endeavors. Just as language is intimately connected with thought, so is creative writing intimately connected with all thinking that can be termed "creative." One important kind of creativity is the discovery of the implications of, and the possibilities available to, a particular situation. The situation can be a group of characters brought together under the presure of a specific circumstance (as in a story or a play), or it can be the environment of images, feelings, words, and ideas in a poem. Creativity happens when one faces such a situation or environment and experiments with its human implications and possibilities. When the experiments are characterized by depth of insights, richness and precision of language, and resonance of theme, we call the final expression literature.

As the above comments will suggest, a creative writing program in a university is to a great extent an intellectual discipline. A university creative writing program must concern itself with the awareness essential for good writing and thinking . A student must be asked not only to achieve interesting and authentic effects in his writing, but he must be challenged to intend interesting and authentic effects and exercise some kind of control in their achievement.

To a great extent, the creative writing courses at Ohio University are faculty-oriented. The faculty members are themselves writers of accomplishment, and as "professors" they are free to profess their own convictions, insights--even prejudices--uninhibited by either course strictures or one another. There is no curriculum that has greater need for a healthy diversity of talents, points of view, and experiences than a creative writing program. This is the best possible environment for students who want to learn something about how litetature is made.

Applicants for this program, in addition to meeting the general requirements for admission, must submit samples of their work to Professor Jack Mathews, director of the Creative Writing Program.

Degree requirements differ from those listed. . . for an M.A. in English and American literature only in that the student in this program substitutes three creative writing seminars (Engl. 693,694, and 695) for 12 hours of literature courses and presents in lieu of a thesis a book-length manuscript worthy of publication.

APPENDIX C
ENGLISH AS A SECOND LANGUGE
AT

University of California at Los Angeles

PROGRAM FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE

The University of California, Los Angeles, offers at the postgraduate level a three-quarter, thirty-six-unit curriculum leading to a Certificate in the Teaching of English as a Second Language. The program is open to Americans and to citizens of other countries alike, to native speakers of English as well as to those who speak it as a foreign tongue. Specialization in elementary, secondary, or adult instruction is possible.

The certificate program is so organized that, upon its completion, a student has fulfilled approximately half of the requirements for any of four master's degrees: in English, Linguistics, Education, or African Studies. A fully prepared student can thus, within less than two years, obtain both the Certificate and an M.A. in whichever field of study may be most appropriate to his needs and interests. It is also possible for qualified students to complete a doctorate in English, Linguistics, or Education, with major emphasis on problems involved in the teaching of English.

To be admitted to the certificate program, U.S. nationals and students from other countries must have an educational background sufficient to qualify them as teachers in their home state or country. A student interested in the certificate program alone should begin his work in the fall quarter. Students hoping to combine the Certificate and an M.A. can begin in any quarter.

COURSE REQUIREMENTS

The Certificate in the Teaching of English as a Second Language is awarded upon completion of the following course of study:

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER
LINGUISTICS 100, Introduction to Linguistics	ENGLISH 103K, Phonetics for Teachers	ENGLISH 122, Present-Day American English and Its Background
ENGLISH 370K, Methods of Teaching English as a Second Language	ENGLISH 250K, Contrastive Analysis of English and Other Languages	ENGLISH 380K, Supervised Teaching
ELECTIVE	ELECTIVE	ENGLISH 106K, Advanced Composition for Teachers

The electives to be taken vary, depending on whether or not the student speaks English as his mother tongue. For non-native speakers of English, the first-quarter elective is normally chosen from a list of recommended courses given outside the Department of English: in education, folklore, linguistics, etc. The second-quarter elective is taken within the Department; especially recommended are Children's Literature, American Life in American Letters, The Teaching of Literature in a Second-Language Situation, and Language Testing for Teachers of English as a Second Language.

Students whose mother tongue is English use their first- and second-quarter electives to acquire or perfect a knowledge of the native language of the pupils to whom they expect to teach English. Courses that deal with the linguistic structure of that language should be chosen whenever possible, and such courses must be taken after the work leading to the Certificate is begun. When there is doubt about which foreign language will be most appropriate, a non-European tongue should be selected, because of the greater broadening of linguistic horizons that such a selection affords. Among the languages offered are Amharic, Arabic, Armenian, Bambara, Berber, Chinese, Hausa, Hebrew, Japanese, Persian, Sotho, Swahili, Tagalog, Turkish, Twi, Urdu, and Yoruba.

In the third quarter, students may be exempted from English 106K by making a high score on an examination in English composition. Those thus exempted may then choose an unrestricted elective; especially recommended are The Teaching of Literature in a Second-Language Situation, African Literature in English, and Psycholinguistics and Language Teaching.

CONTENT OF CURRICULUM

The prescribed course of study combines work of four different types.

There are two *technical* courses in linguistics. Linguistics 100 is an introduction to the methods and concepts of descriptive linguistics: the nature of language, the interlocking systems which make up a language, how a language is analyzed. Examples are drawn from a large number of the world's languages. English 122 applies these same methods and concepts to a study of the structure of modern English.

There are three *professional* courses, which deal with pedagogical matters. English 370K develops a methodology based on what is known of the nature of language and the nature of the learner, and covers general principles applicable to learners of any background or at any level of instruction. English 250K, which is conducted as a series of individual projects, provides an opportunity to apply these principles to the construction of materials suited to the particular needs of each teacher. Both courses include the observation of classes at various levels and the visitation of language classrooms and laboratories, in preparation for English 380K, in which the student-trainees engage in classroom teaching under the supervision of a master teacher at the elementary, secondary, or adult level.

There are two *practical* courses: English 103K deals with the spoken language and English 106K deals with the written language. These courses are practical in that their chief aim is to strengthen the ability of teachers from abroad to speak and write English. Linguistics 103 may be substituted for English 103K in the case of students who have the appropriate prerequisites and who will be working towards a master's degree in Linguistics. For students who can pass an exam in English composition an unrestricted elective may be taken in place of English 106K.

The elective courses serve different purposes for native and non-native speakers of English. For the latter, the first-quarter elective provides breadth of training and allows latitude for satisfying individual needs and interests; the second-quarter elective focuses attention on the special problems of advanced instruction, where the study of language and the

study of literature meet. For native speakers, the foreign-language courses give a fresh experience in language learning and an increased insight into the linguistic and cultural backgrounds of the pupils whom they are to instruct.

Since a Korean teacher, for example, may have very little analytical knowledge of the structure of his own language—a type of knowledge very necessary, however, for one who is to teach English to Koreans—special study groups in the mother tongues of those enrolled in the program are set up whenever possible.

The nine courses of the curriculum are so arranged that the focus of attention progresses from the spoken to the written language, from phonology to grammatical structure and vocabulary, from the smallest elements of language to the large features of culture, from lecture to discussion, and from general principles to specific problems.

STAFF AND FACILITIES

The program is offered by the Department of English in collaboration with various other departments and is under the direction of an Advisory Committee composed of Philip Levine (Dean, Division of Humanities, Chairman), Bradford A. Booth (Chairman of the Department of English), J. Donald Bowen (Professor of English), William H. Lucio (Representative, School of Education), Clifford H. Prator (Vice-Chairman of the Department of English), Franklin P. Rolfe (Dean of the College of Letters and Science), and Robert P. Stockwell (Chairman of the Department of Linguistics).

Among the members of the University faculty who teach the courses which make up the curriculum are:

English

J. Donald Bowen, Professor (methodology, linguistics)

Philip C. Durham, Professor (American literature)

Leon Howard, Professor (American literature)

Blake R. Nevius, Professor (American literature)

Clifford H. Prator, Professor (methodology)

Lois McIntosh, Associate Professor (methodology, supervised teaching)

Eugene J. Briere, Assistant Professor (phonetics, psycholinguistics)

Russell N. Campbell, Assistant Professor (linguistics, methodology)

John F. Povey, Assistant Professor (teaching of literature)

Earl J. Rand, Assistant Professor (linguistics, methodology)

Jerome Cushman, Lecturer (children's literature)

Education

Wilbur H. Dutton, Professor (elementary school curriculum)

Clarence Fielstra, Professor (supervision of instruction)

Evan R. Keislar, Professor (psychology of learning, programmed instruction)

William H. Lucio, Professor (elementary school curriculum)

Lawrence E. Vredevoe, Professor (secondary education)

Watson Dickerman, Associate Professor (adult education)

Theodore R. Husek, Associate Professor (testing)

Wendell P. Jones, Associate Professor (comparative education)

James R. Liesch, Assistant Professor (comparative education)

Gordon C. Ruscoe, Assistant Professor (comparative education)

Folklore

D. K. Wilgus, Professor (Anglo-American folklore)

Languages

William E. Bull, Professor of Spanish

Wolf Leslau, Professor of Semitic Languages (Amharic)

Stanley L. Robe, Professor of Spanish

Andreas Tietze, Professor of Turkish

William E. Welmers, Professor of African Languages

Paul Schachter, Associate Professor of African Languages

Daniel P. Kunene, Assistant Professor of African Languages

Ruth Blum, Assistant Professor of Hebrew

Y. C. Chu, Lecturer in Chinese

Haroun Haddad, Lecturer in Arabic

George Takahashi, Associate in Japanese

Neonetta Cabrera, Teaching Assistant in Tagalog

Mohamed Memon, Teaching Assistant in Urdu

Linguistics

William O. Bright, Professor (linguistics)

Harry Hoijer, Professor (linguistics)

Peter Ladefoged, Professor (phonetics)

Robert P. Stockwell, Professor (linguistics)

Peter Lackowski, Assistant Professor (linguistics)

Barbara H. Partee, Assisant Professor (Linguistics)

The Department of English engages in special research and teacher-training projects, both overseas and in the United States, which offer excellent opportunities for the staff members and graduate students who participate in them to obtain diversified practical experience. In recent years, such activities have been carried out in the Philippines, Colombia, and Kenya. Personnel is regularly exchanged with Kyoto University, in Japan; Soochow University, in Taiwan; and the Philippine Normal College. With the backing of the British Council and the U.S. Department of State, Leeds University and UCLA operate joint curricula for the preparation of African specialists in the teaching of English.

Some thirteen hundred Peace Corps Volunteers have been trained at UCLA to teach English in Ethiopia, Nigeria, the Ivory Coast, Ecuador, and other countries. In 1964 and 1966, NDEA summer institutes were held for teachers who instruct non-English-speaking children in American schools.

On the UCLA campus, there are specialized facilities for students who wish to combine the study of the teaching of English with that of a broad geographical area where English is taught. Interdisciplinary programs are offered by the Center for African Studies, the Center for Latin American Studies, and the Center for Near Eastern Studies.

In the Graduate Reading Room of the Department of English an extensive collection of materials on the teaching of English is available for reference and research purposes. Included are descriptions of various languages, works on methodology, representative instructional materials from all over the world, conference reports, periodicals, dissertations, microfilms, and audio-visual aids. Students have access to an

author-and-subject bibliographical card file, which is being developed to cover the field exhaustively. For the investigation of pronunciation problems, there is a collection of recordings of the English spoken by native speakers of a great number of Asian, African, and European tongues.

Classes are taught in laboratory-classrooms equipped with full recording and playback facilities. The laboratories of other language departments on campus are accessible for study and comparison. The Department operates on acoustic phonetics laboratory provided with spectrographs, oscilloscopes, tape-looping devices, intonation readers, palatographs, kymographs, and associated instrumentation. A closed-circuit television installation is used to permit the discussion of demonstration classes while they are in progress.

The schools of the Los Angeles area offer a very wide field for visiting and for becoming acquainted with American education and language teaching. Each year, the International Student Center organizes an elaborate program of trips to points of interest throughout the city and state.

EXPENSES AND LIVING ACCOMMODATIONS

For legal residents of California there is no tuition fee. For nonresidents of the state the tuition is $327 per quarter. However, all students must pay the incidental fee of $73 per quarter and, upon first applying for admission to the University, an application fee of $10.

Room and board are estimated at $335 per quarter and incidentals at $200. Housing for men and women is available in the conveniently located University residence halls, where room and board—twenty meals per week—cost approximately $317 per quarter. Applications for accommodation in the residence halls should be submitted (as early as possible after notification of admission to the University has been received) to the Campus Housing Office. The Housing Office also assists students in finding suitable apartments or rooms in private homes.

FINANCIAL AID

Unfortunately, there are no special scholarships or fellowships offered by the University to students from other countries who wish to carry out this course of study. The best way for such students to seek financial support is to inquire about scholarship opportunities through the nearest U.S. Embassy or Consulate (where information should be available to Africans concerning the Leeds-UCLA joint curricula).

The Department offers each year, however, a small number of all-expense fellowships to highly qualified American students. Application forms will be sent upon request; these forms should be returned directly to the Department by March 1 of each year for the following academic year.

The Department employs a number of native speakers of English as teaching assistants; application for one of these positions can be made on the same form used to apply for a fellowship. For students well grounded in linguistics, the Center for Research in Languages and Linguistics has several research assistantships each year; those interested should write to the Director of the Center.

For Peace Corps Volunteers returning to the United States, there may be special financial help available; inquiries should be addressed to Miss Winnie Murck, Student Support Section, Graduate Division.

ADMISSION

Whenever possible, candidates for the Certificate will be admitted to the University as graduate students qualified to continue on to an M.A. or a Ph.D. degree. In order to complete the certificate program, candidates so admitted must maintain a grade-point average equivalent to that required of candidates for a University-recommended general secondary credential. They will be allowed to go on to work for an advanced degree, however, only if their grades in the certificate program average at least B.

Qualified teachers who do not meet graduate admission requirements (completion of the equivalent of an American bachelor's degree with superior grades) may, upon recommendation of the Chairman of the Department of English, be admitted to limited status to pursue the program leading to the Certificate. Those so admitted are required to maintain the usual undergraduate grade average and, unless they change their status, cannot go on to work for an advanced degree. Courses taken in limited status will not be counted toward a master's degree.

Work done in regular undergraduate status will not be counted as fullfilling the requirements of the certificate program.

Persons interested in pursuing the program are advised to address a preliminary letter of inquiry to English as a Second Language, Department of English, University of California, Los Angeles, California 90024. This letter should include the following information: (1) date of birth, sex, marital status, and nationality; (2) educational background (institutions attended and years of post-secondary study completed, degrees received, amount of English studied); (3) qualifications and experience as a teacher; (4) knowledge of languages; (5) reasons for wishing to study at the University of California and proposed date of beginning studies; (6) general information regarding financial support. In its reply, the Department will advise prospective students about the formal application for admission and will send the proper forms to be filled out.

For foreign students, the deadline for making the formal application for admission in September of each year is April 1 of the same year; for admission in January, the deadline is July 1 of the preceding year; for admission in March, the deadline is October 1 of the preceding year. For American students, the deadline for making the formal application for admission in September of each year is June 15 of the same year; for admission in January, the deadline is October 15 of the preceding year; for admission in March, the deadline is January 15 of the same year.

Hunter College of the City University of New York

THE PROGRAM. Thirty credits of approved courses, a satisfactory Master's essay, a comprehensive examination and reasonable facility in a foreign language. Twenty-one credits will be required in the following areas of concentration: Linguistics; The English Language; Methods of Teaching; Field Work. Nine credits, approved by an advisor, will be selected to fulfill a general knowledge of the total field of applied linguistics and educational practice in consonance with the candidate's teaching or supervisory needs.

REQUIREMENTS FOR ADMISSION. This program is open to graduates of approved colleges holding baccalaureate degrees and meeting standards for matriculation in Teacher Education Programs at Hunter College, including three years of study of a foreign language, or the equivalent. Applicants who do not meet all the requirements for admission may in certain instances be admitted to the program by special permission and be allowed to make up any deficiencies.

FEES. Twenty-five dollars per credit plus modest registration fees.

(Note) Foreign students who have not studied in English-speaking countries will be required to demonstrate ability in English by taking the English Language Examination given by the Educational Testing Service.

Ohio State University

The Department of English, in cooperation with the Department of Linguistics and the Department of Speech, offers a program of courses leading to the Master of Arts degree in teaching English to speakers of other languages (TESOL).

The Program in TESOL is a four-quarter sequence of courses which may be started in the Autumn Quarter of the year. Fifty quarter-hours of prescribed courses in linguistics, phonetics, the structure of English and methodology are required. A comprehensive examination must be passed in the final quarter of the program. A thesis is not required. Students who are enrolled in a graduate degree program in a related area such as English literature, linguistics, modern languages, or speech and who have taken part of the course work from the Program in TESOL as a part of their regular degree program may receive a Certificate in TESOL upon completion of the additional requirements of the Program in TESOL.

Further information concerning the Program in TESOL may be obtained from:

Professor George M. Landon
Department of English
421 Denney Hall
The Ohio State University
Columbus, Ohio 43210

St. Michael's College (Vermont)

The program for the Master of Arts Degree in Teaching English as a Second Language consists of thirty semester hours of study (thirty credits) organized around courses in the Teaching of English as a Second Language, courses in Professional Education, courses in Advanced Composition and English and American Literature, and courses in the Structure of the English Language.

All courses taken in fulfillment of degree requirements must be at the 300 level or above in the official college bulletin.

REQUIREMENTS FOR THE DEGREE

1. **The Institute in the Teaching of English as a Second Language** (8 weeks – one summer)
   - A. Linguistics 501. American English Structure: Phonetics and Phonemics ..... 2 credits
   - B. Linguistics 502. American English Structure: Morphology and Syntax ..... 2 credits
   - C. Education 541. Teaching English as a Second Language: Theory and Method ..... 2 credits
   - D. Education 542. Teaching English as a Second Language: Materials and Special Problems ... 2 credits

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2. Qualifying examination administered by the Graduate Division.

   Six week courses taken in the regular summer session of St. Michael's College:

3. Linguistics 503. American English Structure: Semantics ..... 2 credits
4. English 503. Advanced English Composition ..... 2 credits
5. Five courses in American and English Literature 10 credits*
   Students will be guided in their choice of either English or American Literature courses in accordance with their previous academic background and experience.
6. Two courses in Professional Education ..... 4 credits
7. Education 600. Coordinating Seminar in the Teaching of English as a Second Language ... 2 credits
8. Education 602. Research Problems in the Teaching of English as a Second Language ..... 2 credits

   This requirement includes a review of bibliographical material in the Teaching of English as a Second Language and the preparation under guidance of a scholarly research paper not to exceed forty pages in length.

*Students who already have a wide background in Literature may elect courses in American History and Civilization or in the History of the English language in lieu of Literature.

TOTAL ..... 30 credits

PREREQUISITES:

1. A Bachelor's Degree in Arts, Science, Philosophy or Education from colleges or universities in the United States. A Licenciate or its equivalent from foreign universities.
2. Twelve undergraduate credits in Education distributed as follows: Educational Psychology, three credits; Principles of Teaching, three credits; Practice Teaching, six credits.*
3. A minimum of eighteen undergraduate credits in English language or literature.
4. A minimum of twelve credits in a modern language.

Candidates who lack undergraduate prerequisites may take them concurrently with degree work providing that Educational Psychology is taken prior to Principles of Teaching and that both are taken prior to Practice Teaching.

* Candidates who are already teaching but who lack credits in Practice Teaching may fulfill this prerequisite by submitting evidence from a school supervisor that they are qualified for classroom teaching.

** Included as part of the program for full-time students during academic year/

San Francisco State College

Each candidate for the master's degree must pass an oral examination organized around comprehensive reading in three major authors (two in the genre of the student's own thesis, one in another genre). The examination can be taken only after faculty acceptance of the thesis. Detailed information about the oral examination is available upon request from the secretary, Creative Writing Office.

MASTER OF ARTS DEGREE IN ENGLISH WITH CONCENTRATION IN ENGLISH AS A FOREIGN LANGUAGE

Admission to Program

Students interested in this program must complete 15 units on advisement from at least two of the three following groups: general linguistics, English linguistics, allied fields.

Advancement to Candidacy

Students must meet all general requirements for advancement to candidacy.

Curriculum	UNITS
Eng. 145. Laboratory: Theory, Techniques and Programming	2
Eng. 200. Introduction to Graduate Study (English as a Foreign Language)	3
Eng. 217. Seminar in Teaching English as a Foreign Language	3
Eng. 219. Student Teaching in English as a Foreign Language	3
Eng. 236. Seminar in the Structure of English	3
Eng. 295. Directed Reading	3
Upper division or graduate courses from subjects in each of Groups I, II, and III, with approval of graduate adviser	9
Additional upper division or graduate courses from any group, with approval of graduate adviser	4
Minimum total	30

Group I (Literature): American literature, English literature, creative writing, literary criticism, humanities

Group II (Education and Psychology): Educational psychology, comparative education, learning theory, curriculum and instruction

Group III (Social Science): anthropology, sociology, political science, history

Group IV (Language): linguistics, semantics, communication theory, speech science, foreign language

and MASTER'S COMPREHENSIVE ORAL AND WRITTEN EXAMINATIONS

Master's Examinations

Both oral and written examinations are designed to test the student's grasp of the full range of his preparation in English as a foreign language, but will deal specifically with the following subjects:

(1) general linguistics, the nature of language;

(2) the English language, its structure mainly, but also its history;
(3) language and culture, especially that of the English-speaking peoples, including their literatures;
(4) language learning and language teaching;
(5) methods and materials of teaching English as a foreign language.

The oral examination will allow the candidate the opportunity to demonstrate his ability to use the English language with some precision and facility, and to display in answering fairly specific and limited questions the extent to which he has related theory and pedagogy. The written examination will allow the candidate to demonstrate his ability to deal with larger questions requiring fuller treatment and more precise organization than the kinds of questions raised in the oral examination.

FOREIGN LANGUAGE

Twelve semester hours (or the equivalent) of one foreign language will be required of all candidates for the degree in language arts with concentration in English as a foreign language. Evidence must be presented showing that the course work has been taken within the five-year period immediately preceding candidacy and that grades averaging "C" or higher were received. Any foreign language is acceptable in fulfilling this requirement. The student has the alternative of satisfying the basic foreign language requirement by examination. An appropriate examination will be designed by a member of the linguistics-EFL staff or by a member of the Foreign Language Department.

If the student presents an Indo-European language to satisfy the basic foreign language requirement, he must in addition take during pre-candidacy or candidacy at least one semester's work (3 to 5 units) in a non-Indo-European language.

The foreign language requirement is included primarily to insure against linguistic provincialism in the prospective teacher of English as a foreign language. It is intended to sharpen in a concrete way the student's awareness of the intimate relationship of language and non-linguistic aspects of culture and to furnish the student with the means of making contrastive analyses between English and another language for the purposes of identifying interferences in the learning of English. The foreign language requirement is only secondarily aimed at preparing students skilled in using the language, since most native students will teach English to classes composed of students with multiple linguistic backgrounds. Students from non-English speaking countries seeking the degree are obviously already equipped linguistically in their native tongues, but may need to improve their mastery of English.

APPENDIX D
ENGLISH LANGUAGE INSTITUTE
AT

University of Michigan

THE ENGLISH LANGUAGE INSTITUTE, organized in 1941, offers Intensive Courses in English for persons who need to acquire proficiency in the language. The classroom materials used were developed by the English Language Institute. They apply the principles and research of modern linguistic science to the teaching of a foreign language. The primary aim of the Intensive Course is to give control of the spoken language to adult students who have already had some instruction in English.

The Classes

In both the 8-week course and the 15-week course the student devotes his full time to mastering the English language. He spends a total of 25 hours per week in the classroom and language laboratory, Mondays through, Fridays. Attention is given to pronunciation and aural comprehension drill, to vocabulary problems, to presentation and drill of grammatical structures, and to intensive practice to establish as speech habits the language patterns introduced. Small classes of approximately twelve students are taught by highly specialized teachers using textbook materials especially prepared by the Institute for the Intensive Course. A certificate is awarded upon successful completion of the course, and recommendations are sent out on request free of charge.

Students are expected to try to speak English on all occasions during the course.

Two Courses: 8 weeks and 15 weeks

Two courses are offered, one eight weeks in length and the other fifteen weeks. Students may attend either the 8-week or the 15-week course according to their English language needs and the length of time available to them for language study.

THE 8-WEEK COURSE is primarily for intermediate and advanced students who need only a relatively short period of spoken language study before they go on to regular studies or other activities. *This course is not designed for beginners.*

THE 15-WEEK COURSE is for intermediate students who want a more comprehensive course than is possible during the shorter period. *Beginning students of spoken English may enroll in the 15-week course.*

Conversation Tables, Special Activities, Housing

English instruction is not limited to the hours the student spends in the classroom. In addition to the classroom activities, all Intensive Course students are urged to participate in the ENGLISH CONVERSATION TABLES program. In this program the Institute's teachers direct conversation during the noon and evening meals in a University dining hall. EXTRA-CURRICULAR ACTIVITIES are arranged to help introduce the student to various aspects of life in the United States and to provide additional English practice. These include discussions of American culture and education, group singing in English, visits to places of interest, and home visits with American families.

Living accommodations in a University residence hall are available for MEN STUDENTS during all courses, and also for WOMEN STUDENTS during the summer session only (June to August). Students are urged to take advantage of these accommodations which provide maximum opportunity to practice English with native speakers. Most rooms are double and are furnished with bed linens and blankets. Residents must provide their own towels, soap, and other personal necessities.

The Institute offers assistance in finding suitable accommodations for women, married couples and families, and others who are not able to stay in a University residence hall. Please apply at the Institute office on arrival in Ann Arbor.

Admission

Admission to the Intensive Course is reserved for mature students who can devote all of their time to the strenuous task of forming oral English habits. A Certificate of Eligibility for an "F" student visa, Form I-20, is issued to accepted students.

Preference in admission is given to university students and graduates, professional people, businessmen, technicians and others with a specific need to learn English. Applicants who present evidence of admission to regular studies at an American institution can usually be assured of admission to the Intensive Course. Other applicants should send either (a) proof of a university degree or evidence of studies beyond the secondary school, or (b) transcripts of recent high school studies. If (a) and (b) are lacking, a letter explaining the applicant's background, need to learn English and future plans should be submitted.

Admission cannot be granted to persons who do not hold the equivalent of a high school diploma, or have not yet reached 17 years of age. Admission to the English Language Institute does not constitute admission to any other unit of The University of Michigan.

Early application is advisable. Send photostatic or certified copies of academic records, not the original documents. Please make checks payable to the *English Language Institute.*

APPENDIX E
COLLEGES AND UNIVERSITIES PARTICIPATING IN THIS STUDY

University of Arkansas, Fayetteville
Boston University, Massachusetts
Bradley University, Peoria, Illinois
Brandeis University, Waltham, Massachusetts
University of California, Davis
University of California, Irvine
University of California, Los Angeles
Carnegie-Mellon University, Pittsburgh, Pennsylvania
Case Western Reserve University, Cleveland, Ohio
University of Cincinnati, Ohio
University of Colorado, Boulder
Teachers College, Columbia University, New York
Cornell University, Ithaca, New York
De Pauw University, Greencastle, Indiana
Emory University, Atlanta, Georgia
University of Houston, Texas
University of Idaho, Moscow
University of Illinois, Urbana
Indiana University, Bloomington
University of Iowa, Iowa City
University of Kansas, Lawrence
Kent State University, Ohio
University of Kentucky, Lexington
Louisiana State University in New Orleans
University of Louisville, Kentucky
Loyola University, Los Angeles, California
University of Maine, Orano
University of Michigan, Ann Arbor
University of Minnesota, Duluth
University of Mississippi, University
Montana State University, Bozeman
University of New Mexico, Albuquerque
State University of New York, Albany
State University of New York, Binghamton
State University of New York, Buffalo
University of Notre Dame, Indiana
North Carolina State University, Raleigh
University of North Dakota, Grand Forks
North Dakota State University, Fargo
Northern Arizona University, Flagstaff
Northwestern University, Evanston, Illinois
Ohio State University, Columbus
Ohio University, Athens
University of Oklahoma, Norman
Municipal University of Omaha, Nebraska
University of the Pacific, Stockton, California

University of Pennsylvania, Philadelphia
Pennsylvania State University, University Park
University of Portland, Oregon
Princeton University, New Jersey
Purdue University, Lafayette
Rutgers University, New Brunswick, New Jersey
St. Mary's University, San Antonio, Texas
St. Michael's College, Winooski, Vermont
San Francisco State College, California
South Dakota State University, Brookings
Southwest Missouri State College, Springfield
University of Tennessee, Knoxville
University of Vermont, Burlington
University of Washington, Seattle
Washington State University, Pullman
Washington University, St. Louis, Missouri
Wayne State University, Detroit, Michigan
West Virginia University, Morgantown
Western Michigan University, Kalamazoo
Wisconsin State University
Wisconsin State University, Eau Claire